

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NY16

| | | | | |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Charter | Title 1 | Magnet | Choice |
| School Type (Public Schools): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name of Principal: Mr. Gregory Pace

Official School Name: Tesago Elementary School

School Mailing Address: 970 Route 146
Clifton Park, NY 12065-3684

County: Saratoga State School Code Number*: 520302060005

Telephone: (518) 881-0570 E-mail: pacegreg@shenet.org

Fax: (518) 373-1486 Web site/URL: www.shenet.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. L. Oliver Robinson PhD Superintendent e-mail: robioliv@shenet.org

District Name: Shenendehowa CSD District Phone: (518) 881-0600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Mary Blaauboer

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 8 Elementary schools (includes K-8)
3 Middle/Junior high schools
1 High schools
0 K-12 schools
12 Total schools in district
2. District per-pupil expenditure: 15541

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|---------------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 23 | 20 | 43 |
| 1 | 30 | 34 | 64 |
| 2 | 53 | 57 | 110 |
| 3 | 51 | 53 | 104 |
| 4 | 50 | 42 | 92 |
| 5 | 40 | 42 | 82 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total in Applying School: | | | 495 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
16 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
77 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| Step | Description | Value |
|------|-------------------------------------------------------------------------------------------------------------------|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year. | 10 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 10 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 20 |
| (4) | Total number of students in the school as of October 1, 2011 | 528 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.04 |
| (6) | Amount in row (5) multiplied by 100. | 4 |

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 7
Number of non-English languages represented: 4
Specify non-English languages:

Albanian, Mandarin, Korean, Persian

9. Percent of students eligible for free/reduced-priced meals: 5%

Total number of students who qualify: 27

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|------------------------------------------------|
| <u>6</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>12</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>10</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | <u>Full-Time</u> | <u>Part-Time</u> |
|-------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>21</u> | <u>0</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>10</u> | <u>5</u> |
| Paraprofessionals | <u>0</u> | <u>0</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>23</u> | <u>7</u> |
| Total number | <u>55</u> | <u>12</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 97% | 97% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Part III: Summary

Our Mission: Tesago Elementary School takes pride in having a positive impact on the lives of our students. Through the dedicated efforts of its staff, parents, students, and the community, our children are empowered to become self-directed learners and to strive for excellence in all they do. Tesago provides a safe, caring, and supportive environment in which the talents and diversity of its members are fostered and celebrated. It is our goal that Tesago students will develop the scholarship, character, and responsibility necessary to be outstanding citizens.

Tesago Elementary school is located in the Shenendehowa Central School District, a large district of 10,000 students in the Capital Region of New York State. Tesago educates approximately 500 students. Our school increasingly draws families from different ethnicities, including those moving to the area from other countries working in the technology industry. The strength of Tesago rests with the dedication of the faculty and staff to include parents, and extended members of the family unit, in classroom and building events.

The family is an important extension of the population we serve and the school traditionally provides a variety of opportunities to foster and cultivate quality school and home partnerships. Teachers offer their time freely in the building, which makes it easy to plan these and other events. Prior to opening in the fall, Tesago has a Summer Walk About which offers students and parents the opportunity to meet their teacher, and to see their classroom before the start of the year. Our Open House for parents takes place in the fall, which focuses on the curriculum and delineating the expectations of students at the grade level. With very close to 100% of our parents attending, teachers and parents view it as a critical communication opportunity to reinforce the home-school connection. Parents and students come to the building again in the spring for the annual Ice Cream Social. This event offers parents the opportunity for an informal walk through of the building and to view the innovative projects that have been completed by our students.

Tesago is sternly committed to supporting the academic needs of students. A highly trained Instructional Support Team, which incorporates all of the various service providers at Tesago, meets weekly to review the progress of struggling students, determine needs, evaluate effectiveness of interventions, and potentially recommend students for additional testing or service. A separate team of educators and service providers evaluate the need for acceleration in our building. We have embraced the idea that students may need full grade level acceleration, and/or single subject area acceleration. This extends beyond the limits of enrichment. Our schedule is designed to create opportunities for common planning time for teachers. Using a Professional Learning Communities model (PLC) teachers are able to develop best practices, analyze student progress, address acceleration needs in math in grades 3 through 5, and discuss ways in which to optimize our limited support staff to meet the needs of students with Individual Education Plans (IEP), or who receive Academic Intervention Services (AIS).

The teaching staff is a well-balanced ensemble of educators from a variety of backgrounds, bringing unique perspectives developed from their individual experiences. Backgrounds range from work with inner-city populations to private education. This gives a broad perspective in our approach to education. There is a willingness to listen and try new techniques, and a keen ability to identify and share effective instructional methods. Teachers are not afraid to experiment with ideas and to “think outside the box”. The building’s leadership encourages this approach and the result is often innovative learning practices that are very beneficial to our students.

Within the context of diverse methods of instruction, Tesago has managed to incorporate the ideas of commonality and synergy to create a unified scaffolding of student learning. The building has worked to

create a better understanding of common instructional language in order to provide students with cohesive instruction. In addition, to assist in monitoring student progress across grade levels, teachers compile binders of individual student work. These serve as a record of the instruction the student has previously received, and as an indicator of what the student is capable of. They can also be used to activate prior knowledge for students, providing deeper understanding of new information. Further, they allow teachers to share materials that can be used to supplement instruction.

Although Shenendehowa is one of the largest school districts in New York State's Capital Region, our families, staff, and students have created a warm, close-knit community within our school. Student success is at the heart of everything we do. Embracing diversity and utilizing common approaches, assures that each student will attain their individual potential and strive for excellence in all they do.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Tesago administers assessments to students in grade 3, 4 and 5 established by the New York State Education Department. A comprehensive testing program, the students are assessed on four levels of proficiency: Level 1 indicates students who are below the grade level standard, or those identified as below basic proficiency. Level 2 indicates students meeting the basic grade level standard, or those students who are partially meeting proficiency at the grade level. Level 3 indicates students who are meeting grade level standard, or those students demonstrating an understanding of grade level proficiency, and Level 4 indicates students exceeding the grade level standard, or those students who demonstrate thorough understanding of skills at the grade level.

Traditionally, Tesago works to have no less than 90% of students meet grade level proficiency. Prior to the 2009-2010 school year it was typical for 87% to 100% of our students to meet the grade level standard in English language arts and math. We continue to strive to meet this level of expectation and have maintained a high ranking among area schools. Although we retain comparably higher scores to area schools, the outcomes for all schools in recent years are based on changes in the testing. Regardless of these changes, the faculty is committed to meeting our former outcomes.

It needs to be noted that the New York State testing results for the 2009-2010 school year were impacted by the New York State Education Department's increase in the cut scores for Basic and Proficient performance levels in English language arts and math. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the proficient standard reflects that we are setting the bar higher and we expect students, teachers and parents to reach even higher to achieve these new targets." Additional information can be found in the news release materials at: <http://www.oms.nysed.gov/press/Grade3-8Results07282010.html> and <http://www.oms.nysed.gov/press/Regents Approve Scoring Changes.html>

Tesago implements elements of the Professional Learning Community approach when evaluating our programs and student growth through the use of teacher created common assessments. Through these formative assessments, we identify those students who need academic support and to identify students who may benefit from enrichment. This established practice to monitoring student growth assisted in adjusting our approach to meet the new expectations on the New York State assessments when the cut scores increased.

In 2009-2010, 80% of third grade students and 82% of fourth graders met or exceeded the proficiency standard in math. This was a significant drop for us, so we aggressively reviewed the standards being focused on in classrooms and adjusted. The following year, after implementing changes to the curriculum and tracking student progress with adjusted common assessments, those third graders in grade 4 increased to a 91% passing rate in 2010-2011. Furthermore, those former fourth graders in 2009-10 increased to 85% in grade 5. The success of the teacher created assessments at Tesago is welcomed by others in our district. Our fourth grade team posts their common assessments to an internal site for our other seven elementary schools to utilize in their classrooms. In 2010-2011 and 2011-2012 we continued to be above 90% passing rate in grade 4. Grade 5 is seeing 94% of students meeting or exceeding standard in 2011-2012 and our third grade has remained constant at 80%, and with that consistent percentage in grade 3 it continues to outpace other districts.

English language arts continues to grow in grade 3 with a gradual increase in scores since 2009-2010 moving from 72% to 78% meeting and exceeding proficiency. Grade 4 has increased from 81% to 83% and grade 5 has increased from 73% to 86%. These increases are due to a combination of support from academic administrators updating curriculum and working with representatives from the building known as Curriculum Coordinators. Information is disseminated in the building by these teacher leaders to update staff on curricular changes and data trends on the testing. This support and the internal review of formative assessments help us react in a proactive and organized way.

In the most recent year of testing (2011-2012) there was a gap of more than 10% with our sub-groups. These students are supported in the same manner with an aggressive Instructional Support Services Team who evaluates all students who have needs. These and all students are supported with academic intervention services, which is part of the spectrum of services we offer. Through weekly meetings, we review student progress and find best practices for the student using the Response to Intervention model. This approach helps to ensure that we are closing academic deficits and allows the student to meet grade level standard.

2. Using Assessment Results:

The thoughtful use of data is a top priority for the Tesago community, involving district level personnel, school administrators, teachers, students, families, and in-house experts. An important tool in this endeavor has been the development of a district wide, comprehensive web-based data system which enables decision makers to access information in a timely manner. The system is used to collect and disseminate a wide range of information on each student including longitudinal data related to state and local assessments, report cards, and attendance.

Extensive staff development in data analysis has been provided by experts to aid staff conducting data analysis. At the building level, the principal has developed a culture where data analysis is valued and he has emphasized the use of data in evaluating instruction. The principal has also fostered a school-wide approach to identifying and treating variables across grade levels. In addition, teachers have been leading the way in committees, grade level meetings and in their own classrooms.

The Tesago staff applies a simple framework when making data-informed decisions for the improvement of instruction. It involves a continuous cycle of planning, implementing and assessing. The school-wide Data Committee analyzes data for a variety of purposes. This committee tracks standardized test scores across grade levels to identify trends. When weaknesses are found, discussions take place to determine how instruction can be modified to ameliorate the situation. This year it is helping a co-teaching pair in fifth grade to determine their newly developed reading program is effective at rising reading writing achievement levels. Next year, the Committee plans on analyzing the data from each of the fifth grade tests. Comparisons will be made between classrooms for the current years as well as comparisons between the co-teacher's classrooms of previous years. This way, the data will be used to make positive changes in the curriculum.

The modifications of instruction ranges from changes to whole group instruction methods and content, to further levels of differentiated instruction for smaller groups of students and individuals in need. Various diagnostic tools are used to identify subgroups of students for differentiated instruction. These groups include a section of accelerated math, students who get English as a second language, and a Young Scholars program.

Each quarter grade level teams gather data on students' overall reading levels along with their phonological awareness and comprehension. This information is analyzed and used to form reading groups which allow for more differentiated instruction. Data is gathered through a variety of assessment tools such as; Fountas and Pinnell, Diagnostic Reading Assessment (DRA), Early Literacy Profile (ELP), and Leveled Literacy Intervention (LLI), and the Wilson Assessment for Decoding and Encoding (WADE). The results are used to determine areas of need, and a student's level of instruction. Once gathered, data is analyzed by a variety of grade-level teams, school-wide special purpose committees, and

cross-grade teams. For example, our Instructional School Support Team is made up of the principal, counselors, and regular and special education teachers. The team meets on a weekly basis to analyze timely data on specific students to determine if program adjustments are warranted.

A similar process is used with data derived from math assessments. Student achievement data is acquired through the use of quarterly math assessments, end-of-year state assessments, acceleration testing (COGAT and TOMAG), report card grades, and formative assessments from past and present teachers. The results of these tests shape daily instruction. Additionally, they help in determining acceleration. If the student is struggling, the discussion turns to how instruction methods can be adjusted to facilitate his or her growth.

Grade level teams use data to address other issues related to student learning. For example, these groups have developed common assessments based on New York's Common Core standards. Data derived quarterly from the common assessments are used to estimate whether students are making adequate progress. Skill gaps are identified for individual students. Program adjustments for those students are developed and implemented based on the data. The students' performance is continually assessed and program changes are made accordingly.

Students play an active role in the assessment process at Tesago. Many teachers work with students in the development of rubrics and other assessment tools. The students then use the rubrics to assess their own work and the work of their peers. The information is kept in a portfolio, allowing for longitudinal analysis of growth.

Data concerning academic achievement is distributed to parents through various means. There is a web-based portal called Gradebook which is provided through our Student Information System. This system allows parents to access their children's report card grades, view up-to-date assessment results, and other formative information concerning their child. Most teachers at Tesago also manage their own websites which publicize their students' achievements. Traditional avenues of interaction such as teacher-parent conferences, phone calls and emails are also utilized.

3. Sharing Lessons Learned:

Participating in a variety of professional development opportunities provided by Shenendehowa and the surrounding Capital District has given the staff of Tesago the skills to promote high achieving students. The professional faculty has taken it upon themselves to share its best practices with colleagues within the building and throughout the district.

Staff members present to colleagues throughout the district at Superintendent Conference Days. During this time, Tesago teachers lead discussions on topics such as integrating technology in the classroom and balanced literacy programs. In addition, our staff has been integral in providing unrestricted access to integrated units, self-created lesson plans, Promethean flip-charts, and supplemental materials through the district's shared computer drive. Tesago teachers understand the importance of sharing the framework of these materials and allowing others the ability to manipulate them to fit their own classroom community and pedagogy.

The ability to distribute and share materials by e-mailing district wide grade levels, posting items on teacher created websites, and placing materials on the Inside-Shen file sharing interface, allows Tesago teachers to offer ideas to the district, and beyond. Access to this resource proves invaluable as teachers continue to improve and evolve.

The staff has participated in district wide curriculum mapping. This past summer many teachers worked aligning the Shenendehowa curriculum to the New York State Common Core Standards. During this particularly crucial time, Tesago was presented with the opportunity to share experiences and opinions

how to best meet students' needs. By working with professionals, the staff helped to craft guidelines and provide strategies that will be used district-wide.

Reciprocal communication between our building's teachers and curriculum coordinators provides the cohesive relationship to continually analyze and improve our instructional practices. Our Mathematics/Science and ELA/Social studies coordinators gather information pertaining to best-practice through the use of surveys, grade-level and faculty meetings, and superintendent conferences. This provides coordinators the opportunity to effectively share our knowledge both in-house and with our colleagues throughout the district.

By taking advantage of powerful technology tools, and open lines of communication, Tesago has been able to create a small learning community in the midst of eight sovereign elementary schools.

4. Engaging Families and Communities:

An integral component of our school's success is the emphasis placed on family participation. Faculty members, the PTA, and Partnership Team demonstrate commitment to families and the community through planning and participation in activities that extend beyond the school day. We reinforce this bond further by providing parents with countless opportunities to join our Tesago family.

Family-School relations begin in August, when families are invited into the school to meet their child's new teacher. This early introduction allows teachers to make connections with students and parents, prior the start of the academic year. A similar opportunity is afforded to our Kindergarten students each May through our Kindergarten Orientation program. Further, parents can foster their child's learning through programs such as; 1,000 Book Program, and School Banking. Our Discovery Program provides a plethora of after-school extension activities, engaging both parents and students. At our Spring Walkabout parents enjoy academic displays from each grade level. Finally, parents are invited to our monthly BEST assemblies, where character education is forefront. Here, families share the pride we have in our school as we recognize students who exemplify the character trait of the month.

At Tesago, we invite families to share their talents and actively participate in the academic process. Opportunities include:

- Learning Centers
- Library Media Center
- Junior Achievement
- Book Fair
- Mystery Readers
- 5th Grade Graduation
- Too Good for Drugs program
- Special Classroom occasions, such as: Classroom Marketplaces, Thanksgiving feasts, Poet's Café, Flag Day Celebrations and 21st Century projects

Our teachers make parent communication a priority through home journals, class websites, and continuous email updates.

Tesago's PTA and Partnership Team combine the skills of parents, teachers, and support staff to incorporate fun and compassion into school-wide events. The Back to School BBQ, Monster Mash,

monthly Movie Night, and the Spring Fling Carnival are just a few examples of how this collaboration brings joy to our students. The students especially enjoy the Parents as Reading Partners reading challenge (PARP). This program includes family oriented activities such as Story Night and Battle of the Books.

Finally, teachers and students extend themselves into the community in support of our Annual Food Drive, Relay for Life event, and the Make a Wish Foundation. A benefit that is close to our hearts is Hannah's Hope, which supports one of our students who is battling GAN. As a school community we participate in research fundraising.

An integral component of our school's success is the emphasis placed on family participation. Faculty members, the PTA, and Partnership Team demonstrate commitment to families and the community through planning and participation in activities that extend beyond the school day. We reinforce this bond further by providing parents with countless opportunities to join our Tesago family.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curricular program at Tesago Elementary is guided by the Profile of a Shenendehowa Elementary Student, a document that clearly defines essential learning outcomes for our elementary students. Additionally, Tesago Elementary has fully embraced the shift to New York State's Common Core Learning Standards. The Common Core explicitly provides students with skills for college and career readiness through rigorous curriculum. Both of these comprehensive documents form the foundation upon which Tesago Elementary delivers a highly-relevant and premier education for students.

The Profile of a Shenendehowa Elementary Student provides the framework for Tesago to produce students proficient in 21st century skills including students who are mathematically, scientifically, and technologically competent. The Profile document emphasizes the need for students to be culturally appreciative, work collaboratively, demonstrate responsibility and think deeply about complex tasks. These Profile documents are embedded in the instructional program at Tesago Elementary and effectively align with many of the overarching learning outcomes in the Common Core Learning Standards.

In the area of English Language Arts, Tesago Elementary has a history of excellence, blending outstanding reading instruction with a proactive writing approach. Whole class reading instruction focuses primarily on vocabulary development and essential content and skills. Within small group settings, students are able to learn decoding, encoding, phonemic awareness, and comprehension of text. Small group instruction is one component of the English Language Arts program, providing targeted support where needed, while also providing extensive opportunities for the numerous students who perform beyond grade level expectation. This program approach of both whole-class, explicit instruction, and small group individualized instruction ensures a comprehensive and rigorous approach to English Language Arts instruction. The English Language Arts program is further complemented by writing instruction which is fully integrated into all areas of study and student progress is monitored through the administration of common writing prompts. This process of benchmarking students' writing allows teachers to effectively monitor student growth and make important instructional decisions to foster learning over time.

The mathematics program in Tesago Elementary focuses on the need for students to be proficient in developing conceptual understandings of the mathematical skills they are learning. The curriculum, based on the development of number sense and the need for automaticity with math facts provides the foundational skills for the study of advanced math content in the higher grades. Each year approximately 20% of the fifth grade students in Tesago Elementary take sixth grade math, which places them in the track of students able to take Calculus or Advanced Placement Statistics in their high school career.

The science and social studies curriculum follows units of study outlined for each specific grade level. The science curriculum integrates hands-on science kits, while the social studies curriculum is able to be supported through interdisciplinary study of non-fiction and historical literature. All curricular areas are enhanced through the school's computer lab where students are exposed to the National Educational Technology Standards (NETS) and the school's vibrant Library Media Center also provides resources to support student learning.

Students in Tesago Elementary study music for an hour each week, where essential learning has been defined for each grade level. Students are able to participate in band, chorus, and orchestra in the fourth and fifth grades. Tesago's participation rate is exceptionally high with 65% of fourth and fifth graders participating in a performing group. Students participate in a weekly art program where grade level learning is demonstrated through the authentic production of artwork. All students engage in physical

education twice weekly for formal instruction in fitness, general health and nutrition, and a healthy lifestyle.

Tesago Elementary has adapted all curricula this year to meet the new standards, finding that the school had been exceeding the previous standards and easily transitioned to the enhanced rigor in the new standards. We are very confident the curricular program produces students that embody the Profile of a Shenendehowa Elementary Student as evidenced by the success Tesago Elementary students experience at both the middle and high school levels.

2. Reading/English:

Tesago students attain foundational reading skills through a program which is supported by differentiated instruction. Teachers are highly trained and educated and incorporate their training using a variety of methodologies in order to provide a balanced literacy approach. They recognize the importance of providing opportunities for students to participate in multiple forms of reading in multiple text environments. Teachers realize that the critical components of any reading lesson include a demonstration phase, a collaborative engagement phase and an independent practice time whereby students apply new knowledge. The Shenendehowa Balanced Literacy Framework is the guiding tool for Tesago which incorporates the following components: read aloud time, shared interactive reading, guided practice in reading, Reader's Workshop, literature circles, word work, Writer's Workshop, shared writing, and independent writing. Tesago has two well-equipped book rooms with leveled fiction and non-fiction books, which allow instruction on all levels and interests. Each of these components together address those topic areas defined by the National Reading Panel to be critical attributes of reading instruction: i.e. phonics, phonemic awareness, fluency, vocabulary, and comprehension.

To that end, whole class, small group, and individual settings are used for instruction. Reading groups are flexible and are directed by student performance data. Writing conferences and mini lessons are crafted as a response to student work samples. Consistent writing rubrics are aligned to the Common Core Learning Standards, and are used to identify strengths and weaknesses to inform instruction.

It is important to make informed decisions as strategies are chosen to scaffold learning for students. A common system of assessments is utilized to ensure all students are on a positive learning trajectory for meeting state standards.

These assessments are as follows:

- Grades K-2 are tested frequently with the DRA
- Grades 3-5 are tested twice yearly using the Fountas & Pinnell Benchmark Assessment
- Students receiving intervention are monitored with additional reading probes

For those students performing below grade level, additional programs and interventions are offered:

- Foundations
- Wilson
- Leveled Literacy Intervention from Fountas & Pinnell

These interventions are offered to the students as a pull out intervention service where group size is kept to a minimum and instruction is explicit. Instructional support teachers, who have received extensive training, are masters in integrating programs in order to meet individual student needs.

Those students exceeding grade level expectations receive an enriched reading program which is designed at their instructional level. Additionally, some of these students participate in the Quest program which provides inquiry based theme instruction using reading in the content areas to enhance the already strong skill set of these students. Students attend this program once a week in place of their classroom instruction.

All Tesago students benefit from our district Literacy Specialist's program. This program is designed to reinforce specific ELA skills as identified by state and local assessments. The Literary Specialist meets with each class one time per week for 30 minutes and supplements skills taught by classroom teachers. The specialist further enhances the District and State English Language Arts Program using assessment results to guide instruction.

3. Mathematics:

Tesago is committed to preparing our students for high school, college, and career, by aligning the math curriculum to the Common Core Standards. Tesago has crafted Mathematics Curriculum Models based on Common Core exemplars. The models outline the standards, teacher written explanations, examples, and resources including a full crosswalk of our math text series, Math Connects (McGraw Hill, 2009). The curriculum models can be accessed and utilized by both teachers and parents. Additionally, a curriculum mapping project is in development. Once developed these two will be helpful guides to drive instruction.

In the primary grades the curriculum is focused on numbers representing quantities. Students construct and deconstruct numbers using concrete manipulatives. Further, they develop a deep and flexible understanding of numbers, procedures, and operations. Journaling allows students to demonstrate and share their mathematical thinking. Math Work Stations are being implemented, providing opportunities to explore skills and concepts. This results in the acquisition of a solid mathematical foundation.

At the intermediate level, operations proficiency is developed through math fact practice, concrete manipulations, pictorial representation, and standard algorithm. Once achieved, the focus shifts to the application and utilization of knowledge. In addition to the Math Connects series, teachers use resources from renowned mathematician Marilyn Burns, fostering a broader understanding of multiplication, division, and fractions. Flexible ability groups are utilized in order for students to advance or revisit concepts and skills. Grouping is based on common assessment results, and input by grade level Professional Learning Communities. Students who demonstrate above grade level understanding are assessed with the Test of Mathematics Ability for Gifted Students. This may result in acceleration into a higher grade level math class.

Tesago is committed to maintaining a classroom culture for learning for all students. This philosophy extends to students performing below grade level. Those students receive explicit instruction, targeting specific skill deficits in small group settings within the classroom. Many students with disabilities are fully immersed in a classroom co-teaching model. Students in this model benefit from having a content specialist and a strategy specialist within the classroom.

Teachers at Tesago hold a strong belief that all students can be successful in math. Our students share this belief and thrive in an environment that is engaging. Student growth and success is evidenced by i-Ready and NYS assessment data.

4. Additional Curriculum Area:

Our Tesago community takes pride in addressing the whole student, as well as focusing on academic success. Our physical education and health curriculum helps students to acquire skills that will be necessary to them becoming healthy, happy, and productive adults. This curriculum area is the particular focus of our physical education teacher, but it is also viewed as the responsibility of our entire school community.

The physical education curriculum promotes cooperation, responsibility and teamwork while introducing students to sports and activities at their personal ability level. This program helps all students to develop confidence in their own abilities, whether learning about gymnastics or playing Gladiator - a lively team building game. Each year our classrooms participate in Field Days – a fun and exciting day of interactive games. Organized by our physical education teacher, these days bring together students, parents and teachers in fun games and friendly competition. The Garden Club is a unique aspect of our physical education program. Developed by our physical education teacher, this program allows students the opportunity to plan, plant, and harvest a wide variety of vegetables and flowers. Students gain a deeper understanding of the symbiotic relationship between healthy bodies and healthy food.

We encourage students to set goals and work as a community through our PTA's Walk 4 FUNds– a fundraiser that raises money for our Arts-In-Education program. The Healthy Steps Challenge is led by our school nurse. This walking competition shows our commitment to student responsibility and goal setting. Students and teachers have many other opportunities for physical exertion – yoga breaks in the classroom, healthy snack time, epic Four Square games on the playground, Trekkers Club, Garden Club and Intramurals after school...we focus on our health throughout the day!

Tesago's commitment to our Physical Education and Health Curricula is perhaps best shown through the nutrition unit undertaken by our fifth graders. Sparked by their study of the human body systems; students work in the Library Media Center to research specific vitamins and nutrients and learn how these elements help our bodies work correctly. Using their new knowledge these fifth graders work with our lunch room staff to develop lunch menus for our school that feature these vitamins and nutrients. They create posters advertising their menus and share the benefits of their healthy meals with the school during morning announcements. In addition, each student- chef works with the cafeteria staff to cook and serve their special meal. This program was so successful that the entire district adopted our student's menus and enjoyed healthy and tasty meals for an entire month.

5. Instructional Methods:

On any given day, a tour of our school would reveal a commitment to differentiated instruction in classrooms. Teachers employ a variety of resources and materials, as well as teaching practices and programs to meet the needs of our diverse population of students.

For example you would see:

- Students reading from individual “just right” book boxes
- Student-led literature circles
- Enrichment groups researching with our Library Media Specialist
- Students participating in re-teaching, independent practice, or enrichment activities at stations or centers
- Student/Teacher writing conferences

A scenario you will always witness is a teacher reading aloud to students and sharing the various emotions and dialogue only a good book can evoke.

Rather than a one-size-fits-all program of instruction, teachers begin with their learning goals and objectives in mind and then determine the best tools to meet the needs of their students. Text series and their accompanying materials act as a springboard for the plethora of activities that teachers locate and incorporate into the instructional program.

The instructional methods at Tesago are provided through flexible teacher directed grouping situations such as: intensive one to one, individualized small group, or explicit whole-class instruction. Add to that students working together in pairs or cooperative groups and you have instruction that ensures a comprehensive and rigorous approach. Groups are continually monitored and adjusted.

Our Academic Intervention Service (AIS) teachers provide specific skill instruction and modifications for students in need of additional support. Services are provided in the classroom or in small group pull out sessions. Identified areas of weakness are targeted and adjustments are made accordingly. Our phonics-based and leveled literature programs supplement reading instruction, allowing teachers to proactively differentiate content, process and learning environment.

To meet the language needs of our diverse population of students, our English Language Learners Specialist consults with teachers and works with students in small group settings. Google Translate, eReaders and iPad apps are used to support these learners. Our Trophies reading program has an ESL component containing modified assignments and vocabulary building exercises, which allow students to participate in classroom discussions and projects.

All teachers use technology to support our learners. Innovative tools, such as the electronic whiteboard, projectors, and podcasts allow access to all that is available online in order to make learning authentic, interesting, and interactive. Some teachers have created websites as an additional instructional tool. Students gain access to materials both at school and at home via class websites. The websites enable students to be organized, work on projects, and take on challenging activities.

One thing is certain; at Tesago there is a definite commitment by our staff to develop our students into successful, lifelong learners.

6. Professional Development:

Fortunately, our commitment to academic enrichment applies not only to our students but to our faculty as well. The district's Center for Innovative Learning has been a driving force in providing continual professional development for all staff. The CIL is the vehicle by which the district achieves its commitment to provide a continuum of effective strategies, opportunities, programs and services that support teaching and learning. The CIL focuses on curriculum as well as the integration of technology into the classroom through our Shen TRAC site and the Lead Teachers for Instructional Technology. Tesago educators have taken full advantage of the opportunities provided by the CIL. This year alone, all have attended full-day training focused on curriculum shifts due to the implementation of the Common Core Learning Standards.

Our building approach to professional development is to consistently work together to improve best practices. For many years, has incorporated aspects of the Professional Learning Communities model, introducing the program to our district. Through the use of the PLC model, common assessments have been developed across grade levels. We created these tools to serve as a continuum to track student progress. This common approach to assessment provides consistency for our students. As educators, these tools provide clear benchmarks for the development of future instruction.

Common assessment has been the impetus to address best practices in our school. Based on the outcomes of these assessments, teachers meet on a regular basis to share lesson plans and instructional methods that have proved effective in the classroom.

In recent years, this has included a focus on technology to meet the needs of 21st century learners. There are leaders throughout our building who routinely share their technological expertise.

Shenendehowa professionals, as well as outside specialists, have shared a wide range of knowledge, allowing us to meet the needs of the whole student. Expert authors, academic administrators, and medical

directors have brought valuable strategies into the building. These are incorporated by our teachers to meet the academic and social/emotional needs of our students.

7. School Leadership:

The principal is the instructional and curricular leader at Tesago, responsible for the educators and support staff who serve our students. Tesago's leadership changed in 2008 with the hiring of our current principal. As the single administrator in the building, he brings a balanced approach to leadership along with a simple vision of excellence and accountability. His strong belief in the power of families and community has opened our school doors to more parent access and visibility. Through his leadership, the tenacity of educators, and the commitment of our families we have been consistently successful in reaching our student achievement goals.

In September, policies are reviewed with staff and changes are updated throughout the year. As a passionate advocate for consistent improvement, the principal is a current member of district-wide teams including: Literacy, Shared Decision Making (Partnership Team), facilitator of the district's Grade Book and Report Card Team, and the district's RTI Core Committee. Through his efforts on the Literacy Team, the district has adopted common assessments and a balanced reading approach at the elementary level. An additional reading assessment was introduced last year to track student achievement, assist in gap elimination, and help improve the individual classroom reading programs. In addition, he is a tireless advocate for the use of common instructional language to create synergy between our grade levels to assist students in activating prior knowledge. He uses combined grade level meetings, grade level resource logs, and exemplary lesson plans to assist educators in knowing what students learned in previous years, and how and when it was presented.

The principal works cooperatively with faculty to create our school's master schedule. This effort enables Tesago to find acceleration and remediation opportunities during daily instruction. The shared approach has helped retain common planning time for grade level teams. The schedule is critical in meeting the needs of the variety of students in our building. Through his balanced and open approach to problem solving, we collectively create solutions to meet more of our student needs in the building, and ultimately facilitate student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York State Mathematics Assessment

Edition/Publication Year: 2008-2011 and 2012 Publisher: CTB McGraw-Hill 2008-011 and Pearson 2012

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | May | May | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets and Exceeds Proficiency | 80 | 80 | 80 | 100 | 99 |
| Exceed Proficiency | 19 | 12 | 33 | 45 | 52 |
| Number of students tested | 88 | 84 | 109 | 95 | 82 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Exceed Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 4 | 4 | 2 | 3 | 2 |
| 2. African American Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Exceed Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 1 | 4 | 3 | 2 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | | |
| Exceed Proficiency | Masked | Masked | Masked | | |
| Number of students tested | 1 | 3 | 1 | | |
| 4. Special Education Students | | | | | |
| Meets and Exceeds Proficiency | 50 | Masked | Masked | 100 | Masked |
| Exceed Proficiency | 7 | Masked | Masked | 18 | Masked |
| Number of students tested | 14 | 7 | 8 | 11 | 7 |
| 5. English Language Learner Students | | | | | |
| Meets and Exceeds Proficiency | Masked | | Masked | | |
| Exceed Proficiency | Masked | | Masked | | |
| Number of students tested | 1 | | 1 | | |
| 6. WHITE | | | | | |
| Meets and Exceeds Proficiency | 81 | 77 | 81 | 100 | 99 |
| Exceed Proficiency | 13 | 8 | 32 | 45 | 52 |
| Number of students tested | 76 | 65 | 98 | 84 | 77 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |
| Subgroup data for free and reduced lunch, and African American information was limited to the total number of students who took the assessment in 2007-2008. | | | | | |

13NY16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: New York State English Language Arts
Assessment

Edition/Publication Year: 2008-2011 and
2012

Publisher: CTB McGraw-Hill 2008-11 Pearson 2012

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | May | Apr | Jan | Jan |
| SCHOOL SCORES | | | | | |
| Meets and Exceeds Proficiency | 78 | 79 | 72 | 87 | 90 |
| Exceeds Proficiency | 15 | 10 | 27 | 22 | 23 |
| Number of students tested | 88 | 84 | 109 | 95 | 83 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 4 | 4 | 2 | 2 | 2 |
| 2. African American Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 1 | 4 | 3 | 2 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | 0 | 0 |
| Exceeds Proficiency | Masked | Masked | Masked | 0 | 0 |
| Number of students tested | 1 | 3 | 1 | | |
| 4. Special Education Students | | | | | |
| Meets and Exceeds Proficiency | 43 | Masked | Masked | 45 | Masked |
| Exceeds Proficiency | 0 | Masked | Masked | 9 | Masked |
| Number of students tested | 14 | 7 | 8 | 11 | 7 |
| 5. English Language Learner Students | | | | | |
| Meets and Exceeds Proficiency | Masked | 0 | Masked | 0 | 0 |
| Exceeds Proficiency | Masked | 0 | Masked | 0 | 0 |
| Number of students tested | 1 | | 1 | | |
| 6. WHITE | | | | | |
| Meets and Exceeds Proficiency | 88 | 74 | 71 | 88 | 91 |
| Exceeds Proficiency | 14 | 9 | 28 | 20 | 22 |
| Number of students tested | 76 | 65 | 98 | 84 | 78 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |
| Subgroup information for Free and Reduced Lunch and African American was limited to the number of students who took the assessment in 2007-2008. | | | | | |

13NY16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: New York State Mathematics Assessment

Edition/Publication Year: 2008-2011 and 2012

Publisher: CTB McGraw-Hill 2008-2011 and Pearson 2012

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | May | May | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets and Exceeds Proficiency | 92 | 91 | 82 | 98 | 99 |
| Exceeds Proficiency | 42 | 52 | 46 | 44 | 33 |
| Number of students tested | 83 | 110 | 97 | 82 | 104 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 3 | 3 | 3 | 3 | 5 |
| 2. African American Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 4 | 3 | 2 | 1 | 3 |
| 3. Hispanic or Latino Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | | Masked | Masked |
| Exceeds Proficiency | Masked | Masked | | Masked | Masked |
| Number of students tested | 5 | 1 | | 1 | 4 |
| 4. Special Education Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | 100 |
| Exceeds Proficiency | Masked | Masked | Masked | Masked | 20 |
| Number of students tested | 6 | 5 | 8 | 6 | 10 |
| 5. English Language Learner Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | | | Masked |
| Exceeds Proficiency | Masked | Masked | | | Masked |
| Number of students tested | 1 | 1 | | | 1 |
| 6. WHITE | | | | | |
| Meets and Exceeds Proficiency | 93 | 91 | 83 | 97 | 99 |
| Exceeds Proficiency | 35 | 50 | 49 | 43 | 33 |
| Number of students tested | 60 | 101 | 86 | 76 | 91 |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Subgroup information for African American, Hispanic or Latino, and English Language Learner was limited to the number of students who took the assessment in year 2007-2008. | | | | | |

13NY16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: New York State English Language Arts Assessment

Edition/Publication Year: 2008-2011 and 2012

Publisher: CTB McGraw-Hill 08-11 and Pearson 2012

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | May | Apr | Jan | Jan |
| SCHOOL SCORES | | | | | |
| Meets and Exceeds Proficiency | 83 | 86 | 81 | 94 | 93 |
| Exceeds Proficiency | 7 | 8 | 16 | 12 | 9 |
| Number of students tested | 83 | 110 | 97 | 82 | 104 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 3 | 3 | 3 | 3 | 5 |
| 2. African American Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 4 | 3 | 2 | 1 | 3 |
| 3. Hispanic or Latino Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | | Masked | Masked |
| Exceeds Proficiency | Masked | Masked | | Masked | Masked |
| Number of students tested | 5 | 1 | | 1 | 4 |
| 4. Special Education Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | 60 |
| Exceeds Proficiency | Masked | Masked | Masked | Masked | 0 |
| Number of students tested | 6 | 5 | 8 | 6 | 10 |
| 5. English Language Learner Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | | | Masked |
| Exceeds Proficiency | Masked | Masked | | | Masked |
| Number of students tested | 1 | 1 | | | 1 |
| 6. WHITE | | | | | |
| Meets and Exceeds Proficiency | 82 | 85 | 81 | 93 | 93 |
| Exceeds Proficiency | 7 | 9 | 16 | 12 | 9 |
| Number of students tested | 60 | 101 | 86 | 76 | 91 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |
| Subgroup information for Free and Reduced lunch, African American, Hispanic or Latino, and English Language Learners was limited to the total number of students who took the assessment in 2007-2008 | | | | | |

13NY16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New York State Mathematics Assessment

Edition/Publication Year: 2008-2011 and 2012

Publisher: CTB McGraw-Hill 2008-2011 and Pearson 2012

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | May | May | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets and Exceeds Proficiency | 94 | 85 | 92 | 100 | 95 |
| Meets and Exceeds Proficiency | 55 | 49 | 35 | 60 | 40 |
| Number of students tested | 108 | 98 | 83 | 104 | 55 |
| Percent of total students tested | 99 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 2 | 5 | 3 | 5 | 1 |
| 2. African American Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 3 | 2 | 2 | 3 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Meets and Exceeds Proficiency | Masked | | | Masked | |
| Meets and Exceeds Proficiency | Masked | | | Masked | |
| Number of students tested | 1 | | | 4 | |
| 4. Special Education Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | 100 | Masked |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | 20 | Masked |
| Number of students tested | 5 | 9 | 8 | 10 | 6 |
| 5. English Language Learner Students | | | | | |
| Meets and Exceeds Proficiency | Masked | | | Masked | |
| Meets and Exceeds Proficiency | Masked | | | Masked | |
| Number of students tested | 1 | | | 1 | |
| 6. WHITE | | | | | |
| Meets and Exceeds Proficiency | 94 | 85 | 92 | 100 | |
| Meets and Exceeds Proficiency | 54 | 48 | 34 | 61 | |
| Number of students tested | 97 | 87 | 77 | 90 | 51 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |
| Subgroup information for Free and Reduced Lunch, African American and White was limited to the total number of students who took the test in year 2007-2008. | | | | | |

13NY16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: New York State English Language Arts Assessment

Edition/Publication Year: 2008-2011 and 2012

Publisher: CTB McGraw-Hill 2008-2011 and Pearson 2012

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | May | Apr | Jan | Jan |
| SCHOOL SCORES | | | | | |
| Meets and Exceeds Proficiency | 86 | 81 | 73 | 99 | 93 |
| Exceeds Proficiency | 13 | 6 | 30 | 30 | 18 |
| Number of students tested | 108 | 98 | 83 | 105 | 55 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 2 | 5 | 3 | 5 | 1 |
| 2. African American Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Exceeds Proficiency | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 3 | 2 | 2 | 3 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Meets and Exceeds Proficiency | Masked | | | Masked | 0 |
| Exceeds Proficiency | Masked | | | Masked | 0 |
| Number of students tested | 1 | | | 4 | |
| 4. Special Education Students | | | | | |
| Meets and Exceeds Proficiency | Masked | Masked | Masked | 90 | Masked |
| Exceeds Proficiency | Masked | Masked | Masked | 20 | Masked |
| Number of students tested | 5 | 9 | 8 | 10 | 6 |
| 5. English Language Learner Students | | | | | |
| Meets and Exceeds Proficiency | Masked | 0 | 0 | Masked | 0 |
| Exceeds Proficiency | Masked | 0 | 0 | Masked | 0 |
| Number of students tested | 1 | | | 1 | |
| 6. WHITE | | | | | |
| Meets and Exceeds Proficiency | 86 | 82 | 75 | 99 | |
| Exceeds Proficiency | 13 | 5 | 29 | 30 | |
| Number of students tested | 98 | 87 | 77 | 91 | 51 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |
| Subgroup information for Free and Reduced Lunch, African American, English Language Learner, and White were limited to the number of students who took the assessment in 2007-2008. | | | | | |

13NY16